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ABSTRACT

Designed as an aid to teachers who are planning, implementing, or modifying a spelling program, this guide lists 95 games and activities for enhancing student attitudes and reinforcing the development of specific skills. The activities provide work on phonics, vocabulary development, the dictionary (alphabetization), imagery, proofreading, and other word study skills. (RL)

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Spelling involves the "ability to recognize, recall, reproduce, or obtain orally or in written form the correct sequence of letters in words" (Graham & Miller, 1979, p. 2). This is a multifaceted process requiring the mastery of a variety of skills. To illustrate, a mature speller can generally write or recall the correct spelling of most common words with little or no conscious effort. However, if the spelling of a word is either uncertain or unknown to the writer, there are several resources upon which to draw. One, knowledge of phonemic and morphemic rules could be used in order to produce a phonetic spelling of the word. Two, a person could generate alternative spellings and try to recognize the correct written response. Three, external resources such as the dictionary, a friend, or a teacher could be consulted. In essence, a mature speller can immediately spell nearly all of the words encountered in usual writing situations, and can appropriately select a strategy or combination of strategies to determine the correct spelling of words that are unknown.

The beginning and poor speller, in contrast, has a limited spelling vocabulary and may not have access to a wide variety of spelling skills. If these students are to obtain spelling competency, they must receive relevant experiences and considerable practice in developing specific skills. In general, spelling instruction should be geared toward expanding the student's spelling vocabulary, perfecting the student's ability to detect and correct spelling errors, and improving phonemic and dictionary skills.

In addition to these instructional considerations, the effectiveness of a spelling program is heavily dependent upon the attitudes of the student. Regardless of the quality of the program, progress may be restricted if the student is not interested in spelling or is not motivated to spell words

correctly. Since attitudes and instruction are intrinsically bound together, techniques designed to foster positive attitudes should be an integral part of the total spelling program.

A student's attitude toward spelling can often be enhanced or improved through the judicious use of games and special devices. Most students enjoy such games as hangman, scrambled words, spelling bingo, etc. Games can also be used to reinforce skills mastered during the spelling lesson. Moreover, research evidence indicates that the inclusion of games within the spelling program may result in improved spelling performance. Nonetheless, it should be noted that games should supplement rather than supplant direct spelling instruction.

The present manuscript presents a variety of useful spelling games. These games can be used to enhance student attitudes and/or reinforce the development of specific skills. This should prove to be a valuable aid to teachers who are planning, implementing, or modifying a spelling program.

References

Graham, S., & Miller, L. Spelling research and practice: A unified approach. Focus on Exceptional Children, 1979, 12, 1-16.

SPELLING GAMES AND ACTIVITIES

1. Puzzle Elements (Phonics)

In a sentence or two, the teacher presents a riddle. The student(s) respond orally with the solution.

Examples: I am in see, sing, say. What sound am I?
I am in took, but I am not in look. I am _____.
Baby, book, ball. The b is at the _____ of the word.

2. Making New Words by Changing the Vowel (Phonics)

The teacher writes a consonant-vowel-consonant word on the chalkboard. The student is asked to make new words by changing only the vowel.

Examples: bat - bet, bit, but
cat - cot, cut
bug - big, bag, beg
for - fur, far, fir
ham - him, hum,
pen - pan, pin
pot - pet, pat, pit

3. Writing Sentences In Which the Initial Letter In Every Word Is the Same (Phonics)

Students are asked to write sentences in which the initial letter of every word is the same. Students can work individually or in teams to produce the sentences.

Example: Bob bought big, blue balloons.

4. Make All Words You Can By Adding Letters to These Common Endings (Phonics)

Students are asked to make new words by adding letters to the beginning of common endings.

Examples: all - ball, call, tall, stall, fall, hall
and - hand, sand, band, land, stand
old - cold, bold, fold, gold, hold
an - fan, can, pan, ran
in - fin, tin, bin, pin
ike - bike, like, hike, mike, dike
ate - bate, crate, date, fate, gate
ill - bill, dill, fill, hill, pill

5. Treasure Box (Spelling Vocabulary)

The teacher writes spelling words on strips of paper that are folded and put into a box called the treasure box. The students take turns drawing strips from the box and handing them unfolded to the teacher. The teacher pronounces the word and the student tries to spell it. If the word is

spelled incorrectly, the strip is handed back to the student. The purpose of this game is for the student to get rid of all the strips of paper.

6. Endless Chain (Spelling Vocabulary)

A leader is selected to begin the game. The leader spells any word of his/her own choosing. The next student must spell a word that begins with the last letter of the word spelled by the leader. The game continues with each student spelling a word that begins with the last letter of the previous word.

7. Turn Up Letters (Spelling Vocabulary)

Alphabet cards are placed face down on a table. The students select a category for the game (e.g. animals, plants, countries, etc.). The game begins with a student choosing a card and showing it to the other players. All players attempt to write a word that begins with that letter and belongs to the category selected by the group. The first student to correctly write a word is given the card. Students take turns choosing a card. The game ends when all the cards have been turned up. The student who has the most cards at the end of the game is the winner.

8. Alphabet Jumble (Dictionary - Alphabetizing)

The teacher separately shuffles two sets of alphabet cards and places them on a chalk tray. Two students are selected to arrange the cards in order. The first student to correctly complete the task is the winner.

9. Find It (Spelling Vocabulary)

The teacher writes words on the chalkboard and begins the game by defining one of the words. The first student to correctly spell the defined word becomes the new leader.

10. Hear It (Phonics and Spelling Vocabulary)

The teacher writes a list of words on the chalkboard. A leader is selected to start the game by saying "I am thinking of a word that begins with the letter __", or "I am thinking of a word that rhymes with _____". The students write the word indicated. For each correct selection, the students add a point to their scores. The game continues with students taking turns being the leader.

11. Guess and Spell (Spelling Vocabulary)

A leader is selected to start the game by choosing an object that is in plain sight in the classroom. The other students try to guess the first letter of the name of the object. When the first letter is guessed, the leader writes that letter on the chalkboard, and the other students begin working on the second letter. The game continues until all the letters of the word are guessed. If any student thinks that he/she can spell the complete word before all the letters are guessed, that student may challenge the leader and spell the word. If correct, the student becomes the new leader.

12. Shopping (Spelling Vocabulary)

The leader starts the game by saying "I am going to Chicago. What can I buy?" As the leader counts to 10, he/she points to another student who must spell a word beginning with the letter c. If correct, the student becomes the new leader. If incorrect, the leader selects a new city and the game continues.

13. Novelty Spelling (Multipurpose)

Instead of pronouncing words from the spelling list, the teacher asks a riddle question. The students spell the word indicated by the riddle.

Examples: Spell a word that rhymes with _____.
Spell a word containing ph which sounds like f.
Spell a word that means _____.

14. Spell Me Down (Spelling Vocabulary)

Each student is given a list of spelling words. A student gives his/her list to a classmate who pronounces each word. If the student spells all the words correctly, the whole class applauds. The game continues until all the students have had a chance to spell the words on their list.

15. Ring the Bell (Spelling Vocabulary)

This game is played during the few minutes before the bell rings for either lunch or recess. The teacher pronounces words and each student takes turns spelling them. The student who is in the process of spelling a word when the bell rings is the "Bell Ringer".

16. Blackboard Spelling (Multipurpose)

Reserve space on the chalkboard for special spelling exercises which the students can complete during their free time. The exercises are changed each day.

Examples: What children in our room have names that start with B?
What do you want for Christmas?
What do you like to eat?
How many words do you know that start with wh?

17. Put Words Together (Spelling Vocabulary)

Cutout alphabet letters and place several lower case and capital letters in a box. During free time, a student may use the letters to form words. The words may be dictated by the teacher or may be words within specific categories, such as names, foods, toys, etc.

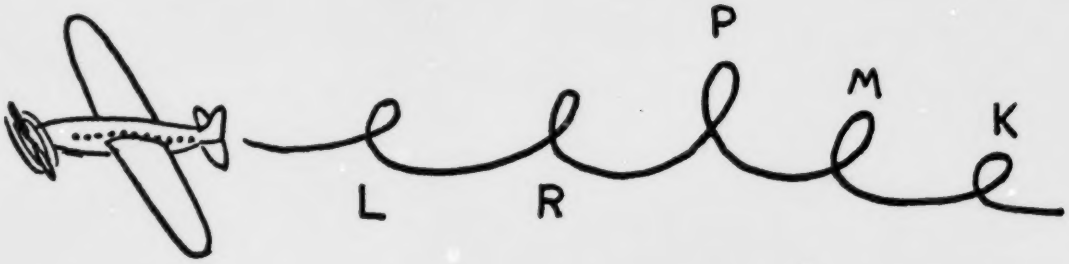
18. Scrambled Words (Spelling Vocabulary)

Each student is given a duplicate list of words to review with the letters scrambled. The teacher gives a direction for each word and the student must rearrange the letters to form the correct word.

Examples: For the first word, rearrange the letters to spell a word that means "all the time".
For the second word, rearrange the letters to spell "something to ride in".

19. Loop the Loop (Spelling Vocabulary)

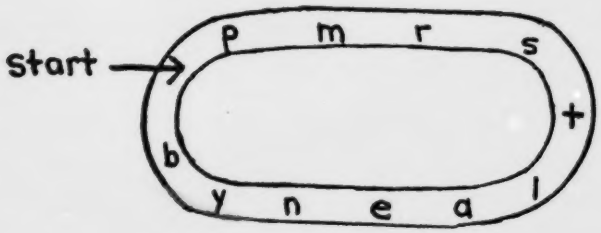
Draw the following picture on the chalkboard using the first letter of words from the spelling lesson.



The students take turns trying to loop the loop perfectly. One at a time, the teacher or another student pronounces the words which begin with the letters on the diagram. If the student spells each word correctly, then he/she is a "good pilot".

20. Midget Auto Race (Spelling Vocabulary)

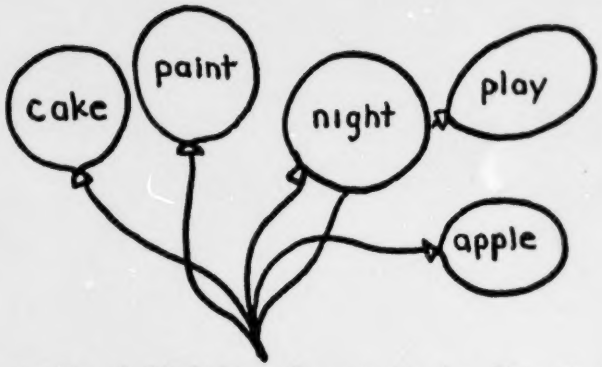
Draw the following picture of a midget race track using the first letter of words from the spelling lesson.



The students take turns racing around the track by correctly spelling the words that begin with each letter. Select a timekeeper to time each racer. The student who spells the words correctly in the shortest amount of time wins the race.

21. Pop the Balloons (Spelling Vocabulary)

Draw the following picture of balloons using words from the spelling lesson.



The teacher gives the definition of each word. The student attempts to spell the word indicated by the definition. For each word spelled correctly, the student "pops" the corresponding balloon by erasing it. The game ends when all the balloons are erased.

22. Hopscotch (Spelling Vocabulary)

On the chalkboard draw two hopscotch diagrams. In each block write a spelling word with the first letter missing. The students are divided into two teams. At a signal, the members of each team take turns going to the chalkboard and filling in the missing letters. The first team to complete the diagram wins.

23. Touchdown (Spelling Vocabulary)

On the chalkboard, draw a diagram of a football field with spelling words written in each space. The students are divided into two teams, and a captain is selected for each team. Both teams turn their backs to the chalkboard. As one team captain pronounces each word, his/her team members take turns trying to carry the ball the length of the field by correctly spelling the words. If all the words are spelled correctly, the team scores a touchdown. If a word is misspelled, the other team takes over and tries to score a touchdown. The team with the most touchdowns wins the game.

24. Dictionary Game (Phonics)

A student opens the dictionary to any page and says, "I have opened the dictionary to an sp page." The others students try to write as many sp words as they can. The game also may be played with two teams. The team who suggests or writes the most words is the winner.

25. Memory Games (Multipurpose)

a. The students are shown several objects or several picture cards, each portraying an object. The cards or objects are hidden and the students are asked to write the names of all the objects they can recall.

b. The students are shown a list of words for a few minutes. They then try to write as many words as they can remember. To increase the difficulty of the task, have the students write the words in alphabetical order.

c. For listening practice, have the studnets listen to three words and then write them. Keep increasing the number of words.

26. Ghost (Phonics)

A student begins the game by pronouncing a letter which is also a word (e.g. I). The next player adds a letter to make another word (e.g. in). The third player adds a letter which makes still another word (e.g. tin). The game continues with each player adding a letter to make a word. Only one letter may be added by each player. The players may rearrange the letters but must use all previous letters. The player who cannot make a new word is the "ghost". The object of the game is to keep from becoming the "ghost".

27. What's My Word (Spelling Vocabulary)

Each student is given a slip of paper with a spelling word written on it. One student is selected as the leader. The other students, in turn, ask the leader one question. If a student thinks he knows the leader's word, he/she attempts to spell it. If correct, the student becomes the new leader.

28. Travel (Spelling Vocabulary)

Several students are selected to be ticket salesmen who represent different "trips", such as "Airplane ride to New York", "Bus ride to Los Angeles", etc. Each salesman is given a list of spelling words. The other students take turns trying to obtain a ticket by spelling all the words on a salesman's list.

29. Correct the Mistakes (Proofreading)

The teacher writes a list of spelling words on the chalkboard. A student is selected to go to the board and write one of the spelling words by deliberating misspelling it. The next student must write the word correctly. The third student again writes a misspelled word which the next student must correct. The game continues in this manner until all of the words on the list are spelled.

30. Roots and Branches (Spelling Rules)

Several root words are selected and four cards are made for each word (e.g. march, marched, marching, marcher; fear, feared, fearing, fearful; etc.). Four copies are made of each set of root word cards. The cards are shuffled and six cards are dealt, one at a time, to the players. The players sort their cards into sets of matching root words. If player has all four cards of one set, he/she can make a "book" which is put on the table. To begin the game, the dealer calls for a card by naming one of the cards in his/her hand. If another player has that card, that player must give it to the dealer. The dealer may continue calling until there are not more available cards. The dealer then discards and the next player takes a turn. The first player to get rid of all his cards is the winner. For children with reading problems, be careful not to introduce new concepts too quickly, such as doubling the final consonant of a root wrod or changing a specific sound (e.g. lose and lost), etc.

31. Word Addition (Spelling Rules)

A list of new words is written on the chalkboard. Each student attempts

to write as many new words as possible by adding beginnings and endings (e.g. plurals, ing, er, est, ed, r, pre, and im). Words that may be used include run, occupy, view, prove, write, large, build, stand, call, part, play, etc.

32. Individual Challenge (Spelling Vocabulary)

Each student chooses a word and writes it vertically. The student then attempts to write a word from each letter. To increase the difficulty, have the students try to make the words into a sentence.

Example:

May	May
plAy	fAther
aRt	Return
saY	todaY

33. Robin Hood (Spelling Vocabulary)

The teacher selects two teams with three students on each team. One team is designated "Robin Hood's men" and the other is "Little John's men." A record-keeper is selected to keep score for each player. The teacher or another student pronounces words for each player to spell. When one player spells ten words correctly, he/she is awarded a "red feather" and selects a successor. If a player misspells three words, the player is confined in "Nottingham Jail" and must complete some previously agreed upon punishment (e.g. writing the missed words five times and using them in sentences). The player then returns to his/her seat but does not choose a successor. When any team loses all three players, the teacher selects another team.

34. Smoked Bacon (Spelling Vocabulary)

Construct two or more sets of cardboard letters which spell the phrase "Smoked Bacon." Teams are selected and each team member holds one of the letters. As the teacher pronounces a word which can be spelled by using these letters, the teams rearrange themselves to make the word. The first team to correctly form the word wins the game.

For variation, write the words "Smoked Bacon" on the chalkboard. At a signal, the members of each team take turns going to the board and writing one word. The team with the longest list of words at the end of a certain time limit is the winner.

35. Fourth Grade Scramble (Spelling Vocabulary)

The teacher takes a list of spelling words and scrambles the letters of each word. As the teacher writes a scrambled word on the chalkboard, the students attempt to write the word correctly on their papers. This game also may be played in teams. The team who correctly unscrambles the most words is the winner.

36. Save your Partners (Spelling Vocabulary)

The students are divided into groups of three. The teacher writes a category on the chalkboard (e.g. cities). The teacher then names a letter, such as b. The first team member must name a city beginning with b. The second team member must spell that word. The third team member may save either partner. If the first student cannot think of a city that begins with b, the third student may name one. If the second student cannot spell the city, the third student attempts to spell it. If the third student

cannot save either partner, the team loses and another team takes a turn. The team who completes the most words is the winner.

37. You Can't Catch Me (Proofreading)

The teacher pronounces a word and the students write it on their papers. The papers then are passed in a predetermined order (e.g. to the left) to another student who checks the word and corrects any misspellings. The teacher pronounces a second word which is written on the paper. The papers again are passed. If all the errors are caught, each paper should be perfect.

38. Word Bingo (Spelling Vocabulary)

Each student constructs a bingo card using the first letter of words from the spelling lesson. Letters should be placed in squares so that each student's card is different from all other cards. The teacher pronounces a word from the spelling lesson and the students write the word in the space beginning with the corresponding initial letter. When a student gets five words in a row, he/she calls "BINGO" and is the winner.

a	their	g	y	i
c	i	h	t	m
b	f	m	h	y
a	o	w	l	w
g	d	mother	l	e

39. Find the Missing Letters (Spelling Vocabulary)

Students are divided into teams. On the chalkboard, the teacher writes an identical list of spelling words for each team. Each word in each list has one letter missing. At a signal, the team members take turns going to the board and filling in the missing letters. The first team to correctly complete all the words is the winner.

40. Use the Word (Spelling Vocabulary)

The students are divided into teams. On the chalkboard, the teacher writes a list of spelling words which remain there during the school day. Whenever a word is used in a student's writing, a point is scored for his/her team. Words are not scored unless reported to the teacher.

41. Word Groups (Dictionary)

Students collect words in a specific category (e.g. Christmas Words, House Words, Sport Words, etc.). The words can be made into picture dictionaries or charts.

42. Picture Words (Dictionary)

Using any picture of interest, each student lists all of the words found in the picture and any words that might be used in writing about the picture. A dictionary is used to check the accuracy of the student's spelling.

43. Add Spots (Spelling Vocabulary)

The students construct large giraffes from cardboard and paint them yellow. A piece of grooved wood is used as a stand for each giraffe. Circles are cut from brown construction paper. Whenever a student learns to spell a new word, the word is written on one of the brown circles and pasted on the giraffe.

44. Word Train (Multipurpose)

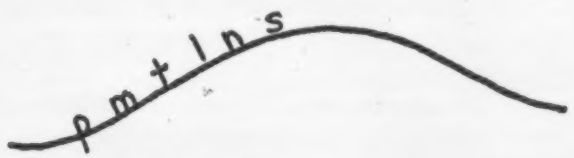
From construction paper, make a freight train with several cars. Staple the train to a bulletin board so that the top of each car is left open to form an envelope. On each car attach directions for spelling activities. On slips of paper, write words that are to be used in following the directions for each activity and place them inside the cars.

45. Balloons (Spelling Vocabulary)

On the chalkboard, draw a batch of balloons. On each balloon write the first letter of a word from the spelling lesson. Each student tries to "buy" a balloon by spelling the word that begins with that letter. If correct, the student's name is written on that balloon.

46. Sliding (Spelling Vocabulary)

On the chalkboard draw the following picture using the first letter of words from the spelling lesson.



Tell the children that they are going sliding. To take their sleds up the hill, each student must say the word that begins with each letter and be able to spell it. If no mistakes are made, the student may slide down the hill.

47. Pear Tree (Multipurpose)

The students are divided into teams and asked to develop pear (pair) trees using pairs, such as horse, colt; cow, calf; hands, gloves; feet, shoes; swimming, swimmer; archer, archery; etc. To construct the pear (pair) trees, each team draws a large tree on newsprint or construction paper. Pairs of words are written on yellow or light green pears and pasted on the trees. Teams compete to see who can develop the most pairs.

48. Guggenheim (Spelling Vocabulary)

Each student is given the following chart.

	M	A	R	Y
river				
city				
boy's name				

Students are asked to fill in the blanks with words in each category that begin with the letters at the top of the columns. Each student scores a point for every correct word.

49. Mailbox (Spelling Vocabulary)

Two large boxes are labeled "Local Mail" and "Out-of-Town Mail". Words from the spelling lesson are printed on cards or envelopes. The teacher or a student acts as the Mailman. Students take turns drawing a card or envelope from the Mailman who pronounces the word. If the student spells the word correctly, it is dropped in the box labeled "Local Mail". If a word is misspelled, it is dropped in the box labeled "Out-of-Town Mail". Misspelled words are used again until all cards or envelopes are mailed locally.

50. Round and Round (Spelling Vocabulary)

A large circle is cut from oaktag. Pictures illustrating words from the spelling lesson are pasted around the outer edge of the circle. With a paper fastener, attach a pointer to the center of the circle. The students take turns spinning the pointer and spelling the word indicated by the picture. Students can compete individually or in teams.

51. Now Hear This (Phonics)

The teacher writes a phonetic sound (e.g. ch) on the chalkboard. Students are given a time limit (e.g. five minutes) to write as many words as possible containing that sound.

52. Add-A-Letter (Spelling Vocabulary)

The teacher selects a list of words which can be changed to new words by adding letters. For each word on the list, a clue or definition is given to help students complete the new word.

Examples: Add a letter to TEA to make a word that means rip (TEAR).
Add a letter to BEE to make a red vegetable (BEET).
Add a letter to SON to make something we sing (SONG).
Add letters to the verb INVITE to make it a noun (INVITATION).

53. Trees (Phonics)

On the chalkboard, draw the trunk and branches of a tree. On each branch a different phonetic sound is written. Students take turns spelling

words that begin with one of the sounds. For each word spelled correctly, students are allowed to draw and color a leaf on the branch with the corresponding sound.

54. Get the Message (Dictionary - Alphabetizing)

Students are asked to decipher the hidden message by printing the words on the left in alphabetical order on the lines at the right. To find the hidden message, the circled letters are printed in the blanks at the bottom of the page.

fox	_ _ O
wedge	_ _ _ O
cub	_ _ O
foxy	_ O _ _ _
dew	_ O _ _ _
cube	_ _ O
under	_ O _
early	O _ _ _
fee	_ _ O _ _
erase	_ _ O _ _ _
violin	_ _ _ O _

_ _ _ _ _ _ _ _ _ _ _ _ (beware of dog)

55. Segmented Pathway (Spelling Vocabulary)

Students draw and cutout pictures of themselves and place the pictures in a box. The teacher draws a picture of a segmented pathway on the chalkboard. To begin the game, the teacher or another student draws a picture from the box. The student represented by the picture spells any word and writes that word on the pathway by placing one letter in each segment. Another picture is drawn from the box. The next student must spell a word that begins with the last letter of the previous word. The game continues with students taking turns adding words to the pathway.

Example:

s	t	a	r	t	r	a	i	n	e	v	e	r

56. "Y" Scramble (Phonics)

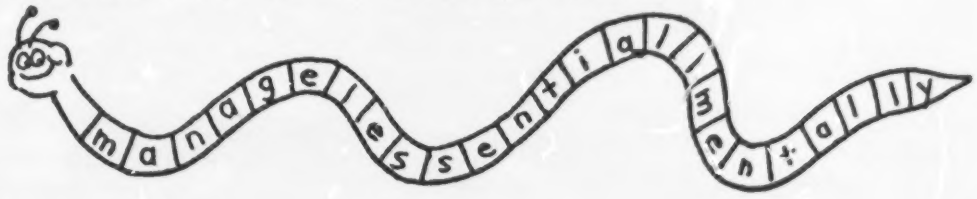
Students are given a list of words and asked to make new words by adding Y and rearranging the letters.

Examples:

see (eyes)	lap (play)
rat (tray)	near (yearn)
toad (today)	are (year)
sat (stay)	pear (repay)
raid (dairy)	dole (yodel)
dart (tardy)	real (relay)

57. Willie the Wordy Worm (Proofreading)

On the chalkboard, draw the following picture:



Students are asked to find as many words as possible on the worm. Words within words may be used but the order of the letters can not be changed. The students may work individually or in teams. The individual or team with the most words is the winner.

58. The Train Game (Spelling Vocabulary)

A student is selected to be the engineer and starts the game by standing and spelling any word of his/her own choosing. The next student must spell a word that begins with the last letter of the engineer's word. If correct, the student joins hands with the engineer. The game continues with students taking turns adding to the train. If any student cannot add a word, the train ends and a new engineer is selected to start another train. The game also may be played by having students go to the chalkboard and drawing the train. Each student adds a car with the correctly spelled word printed on the car.

59. Words that Shine (Spelling Vocabulary)

On the chalkboard, draw a picture of the sun with the words, Add Rays To The Sun, printed inside. As the teacher pronounces words from the spelling lesson, the students take turns attempting to spell the words. When a word is spelled correctly, the student goes to the chalkboard and adds a ray to the sun. This game also may be played with two teams. Two suns are drawn on the chalkboard. The teams compete to see who can add the most rays.

60. Sky Writing (Imagery)

A student is chosen to be the "sky writer". The student stands with his/her back to the group and writes any word on a plain surface. The letters of the word should be written slowly and very large. The other students attempt to identify the word and write it on their papers. Another student is selected to be the "sky writer" and the game continues.

61. Down You Go (Spelling Vocabulary)

A leader is selected to go to the chalkboard and print blank lines to represent the letters in a word of his/her own choosing. The other students attempt to guess the letter for one of the blanks. When the correct letter is named, it is written on the blank. The game continues until all the blanks are filled or until a student can guess the word and correctly spell it. If a guessed letter or word is not correct, that student is "down" until the word is correctly identified.

62. Pitch and Catch (Spelling Vocabulary)

A student is chosen to be the pitcher. The pitcher names and spells a word (e.g. house, h-o-u-s-e) and calls the name of another student. The student "catches" the word by spelling the first word he/she thought of when the initial word was named. For example, the catcher might say, "House-door, d-o-o-r". The catcher then becomes the pitcher and a new word is named.

63. Relay Race (Spelling Vocabulary)

A leader is selected for each row of seats. The leaders are given duplicate lists of words. As the leaders pronounce the first word, the student sitting at the front of the row runs to the chalkboard and writes the word. The leaders continue dictating words until all words on the list are written. The row of students to finish first with all words spelled correctly is the winner.

64. I Go A-Traveling (Spelling Vocabulary)

A student is selected to be the traveler. The traveler stands at the front of the room and says, "I am on my way". The students ask, "What have you in your traveling bag?" The traveler answers, "Plenty of words." The students then takes turns naming words which the traveler must spell. When a student names a word which the traveler cannot spell, the student becomes the new traveler.

65. Steal Away (Spelling Vocabulary)

Students are divided into two teams and a captain is selected for each team. Each team member has only one opportunity to spell a word given by the teacher. When a word is misspelled, the other team has a chance to correct it. If successful, the team captain selects a player from the opposite side. The team with the most players at the end of a predetermined amount of time is the winner.

66. Triple Threat (Spelling Vocabulary)

Students are divided into two or more teams and line up in single file facing a chalkboard. Judges are selected for each team and are given duplicate lists of words. As the judges pronounce the first word, the students at the head of the line run to the chalkboard, pronounce the word, and write it. If the word is correctly pronounced and spelled, the judge gives the second word to the next student who repeats the performance. When a word is incorrect, the student is disqualified and retires from the team. The incorrect word then is given to the next student in line. The first team to finish all of the words on the list is the winner.

67. Alphabet Sequence Game (Spelling Vocabulary)

Students select a category, such as food, animals or clothing. The first player names and spells a word that begins with A (e.g. apple, a-p-p-l-e). The next player must say the word with A and then name and spell a word that begins with B (e.g. apple, butter, b-u-t-t-e-r). The game continues with each student naming all previous words and spelling a new word. When all 26 letters of the alphabet have been used, a new

category is selected and the game starts over. If a student misspells a word or cannot name all previous words, the student retires from the game until a new category is picked.

68. Peddler (Spelling Vocabulary)

The teacher lists words from the spelling lesson on the chalkboard. One student leaves the classroom and knocks on the door. The rest of the class says, "Peddler, peddler come this way. Tell me what you have today?" The peddler enters the room, stands in front of the words, and replies, "I have words." Students then take turns asking the peddler to spell words from the list. A student will say, "Have you an apple?" The peddler will reply, "Yes, I have an apple. A-p-p-l-e." If the peddler misspells a word, another student is selected as peddler and the game continues.

69. Clapping Game (Phonics)

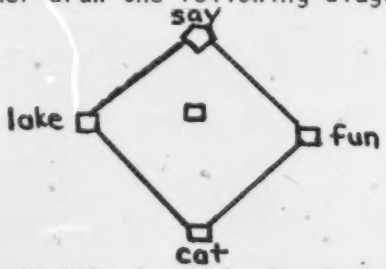
The students are asked to stand up and listen while the teacher pronounces a series of words. The students are instructed to clap when they hear words that begin with a specific sound, such as the wh sound. If a student claps for any other beginning sound, the student is out of the game and must sit down.

70. Going to the Store (Phonics)

A leader is selected to begin the game by saying, "I am going to the store. I want to buy some meat. Who would like to go with me?" The other students take turns naming items that begin with the m sound. For example, a student might say, "I want milk. May I go with you? The leader would reply, "Yes, we will put meat and milk in the basket." If a student names an item that doesn't begin with the m sound, the leader would say, "No, we can't put carrots in the basket with meat and milk." The game continues until all the students have had an opportunity to respond, then a new leader and new beginning sound is selected.

71. Rhyming Baseball (Phonics)

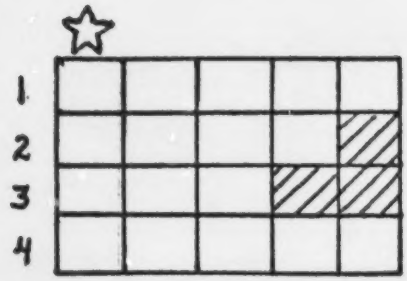
The teacher draw the following diagram on the chalkboard:



The students take turns trying to make a home run by naming words that rhyme with the word on each base.

72. Puzzle Game (Spelling Vocabulary)

On the chalkboard, the teacher draws the following puzzle frame:



The students are instructed to copy the puzzle on a sheet of paper. The teacher then writes four sentences on the chalkboard. Each sentence contains one missing word which has been selected from the spelling lesson. The students print the missing words in their puzzles. When the puzzle is completed, the students are instructed to write the word formed from under the star.

Example:
1. He had a _____ coat. (brown)
2. His _____ were little. (ears)
3. He _____ raw meat. (ate)
4. He was so fat that he was almost _____. (round)

star word: bear

73. Scrambled Egg Puzzle (Proofreading)

On the chalkboard, the teacher writes animal names with the letters scrambled. The students are asked to help the animals spell their names by putting the letters in the right order.

Example:
MBAL (lamb) GDO (dog)
WCO (cow) DRIB (bird)
ARBE (bear) GPI (pig)

74. Classification (Spelling Vocabulary)

Each student is given a duplicate worksheet similar to the one below:

Animals	Clothing
b _ _ _ _	h _ _ _
c _ _ _	c _ _ _ _
l _ _ _ _	b _ _ _ _

Food	Parts of the Body
a _ _ _ _ _	h _ _ _ _
m _ _ _ _	f _ _ _ _
c _ _ _ _	n _ _ _ _

Students are instructed to fill in the blanks by printing a word that matches the category and that begins with the letter given at the beginning of the line.

75. What is the Word (Spelling Vocabulary)

The teacher reads a sentence that describes a word from the spelling lesson. Students are asked to write the correct word on their papers.

Examples: It is the color of the sky. (blue)
It is wet and comes from the sky (rain)
It swims in water. (fish)

76. Tell About Words (Spelling Vocabulary)

Students are instructed to look carefully at one of their classmates and then to write down as many words as possible that describe the person. The students then take turns using their words in a description or story. The rest of the class tries to guess the name of the person being described.

Example:

word list	story or description
nice	My friend is a nice boy. He is the
tallest	tallest person in our room. He has
blue	blue eyes and
brown	brown hair.
red	He is wearing a red shirt,
grey	grey pants,
black	and black shoes.

77. I Know You Know (Spelling Vocabulary)

Each student is given a list of commonly misspelled words. One student is selected as the "speller". The other students take turns pronouncing any word from their list for the "speller" to spell. The "speller" continues until a word is missed or the list is completed. If a word is missed, the student who gave that word must spell it. If correct, the student becomes the new "speller".

78. Animal Noises (Spelling Vocabulary)

On the chalkboard, the teacher writes a list of animal names with a blank following each name. The students are instructed to make a sentence by writing the vocal sound which the animal makes in the blanks. Students can check the accuracy of their spellings with a dictionary.

Example: Dogs _____. (bark)
Cows _____. (moos)
Cats _____. (meow)
Ducks _____. (quack)

79. Synonyms (Spelling Vocabulary)

On the chalkboard, the teacher writes a list of words. The students are asked to write as many synonyms as possible for each word. Students are instructed to check the accuracy of their spellings with a dictionary.

Examples: happy - glad, cheerful, joyful
fast - quick, speedy
small - little, tiny, wee
big - great, large, enormous

80. Antonyms (Spelling Vocabulary)

The teacher writes a list of words on the chalkboard. The students are asked to copy the list on their papers and to write an antonym for each wrod. Students can check the accuracy of their spellings with a dictionary.

Examples:	cold - hot	light - dark
	high - low	slow - fast
	soft - hard	night - day
	busy - idle	sweet- sour
	rough - smooth	old - young
	dry - wet	poor - rich
	straight - crooked	sharp - dull
	happy - sad	tall - short

81. Keep Your Seat (Spelling Vocabulary & Proof Reading)

Students are seated in a circle. The teacher pronounces words for the students to take turns spelling. A misspelled word is ignored by the teacher until a student, whose turn it is, calls attention to the error by saying, "John did not spell house correctly. He should have said house, h-o-u-s-e". John and all those students following John who did not catch the error are out of the game

82. Hangman (Spelling Vocabulary)

Each student chooses a partner. On the chalkboard or a piece of paper, each player draws a gallows. Blanks are placed under each gallows which correspond to the number of letters in a word selected by the teacher or a leader. Each partner takes turns guessing letters. If the letter is in the word, it is placed in the proper blank. If the same letter is used twice in the word, it is placed in both blanks. If the letter is not in the word, the student draws a head in the noose of his/her gallows. For each miss, additional parts of the body are added to the figure on the gallows. The first partner to complete the figure is the loser.

83. Prisoners Base (Spelling Vocabulary)

The students are divided into teams of four or five players. As the teacher pronounces a word, all team members write the word on the chalkboard. Students who spell the word incorrectly become prisoners. Each team has its own base for its prisoners. The teacher pronounces another word and the remaining team members write the word. If all of the team members spell the word correctly, that team's prisoners are released. A team is retired if all of its members become prisoners. At the end of the game, the team with the fewest prisoners is the winner.

84. Tick-tack-toe (Spelling Vocabulary)

Each student chooses a partner. A tick-tack-toe frame is drawn on the chalkboard or a sheet of paper. The partners decide who is to go first and who shall have the X's and O's. The teacher or a leader pronounces a word. The first player writes the word. If the word is spelled correctly, the player makes his/her mark in any box. If incorrect, the other player has the opportunity to spell the word and make his/her mark if the word is

spelled correctly. The teacher or leader pronounces another word and the second player writes that word. If correct, he/she makes a mark in any box. The game continues until one player gets three marks in a row.

85. Beanbag (Phonics)

Squares are marked off on a large sheet of wrapping paper. Each square has an initial consonant printed in the center. The first player throws a beanbag into one of the squares and then attempts to name as many words as possible that begin with the sound of the letter printed in the square. For each correct word, the player receives one point. The game continues with the players throwing the beanbag and naming words. The player with the most points at the end of the game is the winner.

86. Making Words (Phonics)

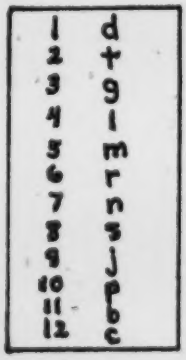
Each student makes a baseball using construction paper. A word ending (e.g. _all) is written on the ball and initial consonants are written on a strip of paper. To make new words, the strip of consonants is pulled through slits which have been cut in the ball as shown below:

87. Letter Chains (Spelling Vocabulary)

Alphabet letters are printed on strips of construction paper. Using the strips, students make paper chains which form words. Blark links are left between each word in the chain. The object is to see who can form the longest chain of words.

88. Spin and Say (Phonics)

The teacher or the students construct a circle with twelve numerals printed on it. An arrow is fastened to the center of the circle to make a spinner. Twelve initial consonants are printed on a card. The students take turns spinning the arrow. If, for example, the arrow stops on "3", the player must think of a word that begins with the letter next to "3" on the card. The players receive one point for each correct word. The player with the most points at the end of the game is the winner.



89. The Cookie Jar (Phonics)

Cookies are cut from brown paper and an initial consonant is written on each cookie. The cookies are then put in a jar or can. A student takes a cookie from the jar and names a word that begins with the letter printed on the cookie. If correct, the student keeps the cookie. If incorrect, the player must place the cookie in the jar.

90. Detective (Spelling Vocabulary)

On the chalkboard, the teacher prints a list of words with at least two of the letters missing. Beside each word, the teacher writes a short definition of the word. The students are instructed to use the definitions as "clues" to help them complete the spelling of each word.

Examples: b _ _ r large, furry animal (bear)
_ ous _ type of building (house)
ap _ _ e fruit (apple)

91. Follow Me (Spelling Vocabulary)

The teacher pronounces a word from the spelling lesson and calls on a student to give the first letter. The first student then points to another student who must give the second letter. The game continues in this fashion until the spelling of the word if completed. The rest of the class then decides if the spelling of the word is correct.

92. King of the Mountain (Spelling Vocabulary)

Four or five players stand or sit in a row. The teacher pronounces a spelling word and the first student in the row attempts to spell the word correctly. If incorrect, the word is given to the second student in the row. If the second student spells the word correctly, he/she moves to the first seat in the row. The first player goes to the last seat and the other players move up one seat. If the second student misspells the word, the word is given to the third, fourth, etc. person until it is spelled correctly. The object of the game is to get to the front seat and stay there.

93. Pantomine (Spelling Vocabulary)

A leader is selected to begin the game by acting out one of the words on the spelling list. The student who guesses the word must also spell it. If correct, he/she becomes the new leader.

94. Grab Bag (Proofreading)

On the chalkboard, the teacher writes each word on the spelling list three times. Two of the spellings are incorrect. Each student selects the correct spelling and writes it on his/her paper.

95. Spelling Race (Spelling Vocabulary)

Students are divided into teams and each team is given a set of alphabet cards. As the teacher pronounces a word, the players on each team select

the correct alphabet cards to form the word and arrange the cards on the chalkboard ledge. The first team to correctly spell the word receives one point. The team with the most points at the end of the game is the winner.